

# WORKFORCE EDUCATION AND DEVELOPMENT (WFED)

## WFED 501: Scholarly Writing for Workforce Education and Development

3 Credits

This course is grounded in the current research literature, theoretical frameworks, analysis, and methodologies within the discipline of Workforce Education and Development. Within this course students will engage in synthesis of knowledge and analytical work. The objective of this course is to contribute to the student's ability to expand the frontiers of knowledge, and produce creative scholarly writing products with a particular focus on scholarship within the field of Workforce Education and Development. The course content includes: (1) Research literature and theoretical frameworks in Workforce Education and Development; (2) The annotated bibliography foundation; (3) Analysis and methodologies within Workforce Education and Development; (4) The literature review process; (5) Developing positive writing habits; (6) Writing for publication in Workforce Education and Development; (7) Research presentation formats; and (8) Enhancement of Scholarship for the future.

## WFED 508: Workforce Education Management

3 Credits

Introduction to theories and concepts of managing workforce education programs in the public and private sector.

## WFED 518: Curriculum and Instructional Leadership for Workforce Education

3 Credits

Study of topics related to curriculum and instructional leadership in workforce education in the public and private sectors.

**Prerequisite:** 3 years of professional experience in vocational education

## WFED 528: Fiscal and Facilities Management for Vocational Administrators

3 Credits

Sources of revenue, budget preparation, purchasing, and the management of physical facilities in vocational education.

**Prerequisite:** 3 years of professional experience in vocational education

## WFED 529: Ethical Issues in Workforce Education and Development

3 Credits

A study of ethical issues in workforce education environments in industry and education.

## WFED 538: Administering Personnel Services in Vocational Education

3 Credits

Planning and implementing staff development activities, student guidance services, admissions, student organizations, and placement.

**Prerequisite:** 3 years of professional experience in vocational education

## WFED 540: Data Analysis in Workforce Education and Development

3 Credits

Provides opportunities to acquire and practice skills in descriptive and inferential statistics.

## WFED 543: Evaluation of Investments in Workforce Education and Development

3 Credits

Use of labor supply models to evaluate investments in workforce education and development.

## WFED 544: Analysis of Policies for Workforce Education and Development

3 Credits

Explores models and methods for analyzing policies for workforce education.

**Prerequisite:** I ED 540 , WF ED550

## WFED 546: Work Based Education

3 Credits

Discussion of legislation and educational requirements for education based at the worksite including cooperative education, youth apprenticeship, and apprenticeship programs.

**Prerequisite:** WF ED441

## WFED 550: Research in Workforce Education

3 Credits

Research techniques in workforce education.

## WFED 560: Historical and Philosophical Foundations of Workforce Education

3 Credits

An investigation of historical, philosophical, and professional foundations of workforce education.

## WFED 572: Foundations in Organization Development and Change

3 Credits

Development of major concepts, skills and techniques required by workplace learning professionals to support and facilitate organization change.

## WFED 573: Needs Assessment for Workforce Development Professionals

3 Credits

Acquire skills to identify training and development needs, distinguish problems with management versus training solutions, develop and evaluate training solutions. WF ED 573 Needs Assessment for Workforce Development Professionals (3) WF ED 573 is designed for workforce development professionals to familiarize them with the models, concepts, and techniques for designing, implementing, and analyzing the results of training needs assessments in organizations. After successfully completing this course, they will have the necessary skills

and competencies to identify human performance problems, distinguish between training and non-training plans of action, and design and develop appropriate plans of action in response to human performance problems.

WFED 575: Current Policy and Practices in Industrial Training

3 Credits

Analysis of training and development practices and their articulation with business practices.

**Prerequisite:** WF ED471 , WF ED572

WFED 578: Process Consultation in Organization Development

3 Credits

This course provides a foundation in process consultation. Process refers to how groups interact and how people get along.

WFED 582: Assessing Data: Organizational Diagnosis

3 Credits

This course familiarizes students with approaches to assessing and feeding back data in organization development (OD) and consulting services. WF ED 582 Assessing Data: Organizational Diagnosis (3) This course familiarizes students with approaches to assessing and feeding back data in organization development (OD) and consulting services. It helps students to develop the specialized competencies essential to diagnosing organizations for change efforts/interventions. Students in the course will learn various ways by which to define and conceptualize assessment, feedback, and diagnosis for OD and consulting efforts. Students will learn how to distinguish between the unique approaches to organizational diagnosis used by OD consultants and by management consultants to detect the underlying root causes of problems rather than the mere symptoms of such problems. OD consultants who work inside organizations (internal consultants) may face unique challenges in organizational diagnosis that differ from those challenges faced by consultants who are brought in from outside (external consultants), and this course will explore those challenges faced by each type of consultant and how those consultants may overcome those special challenges. The course will encourage students to identify the consulting competencies that OD consultants need to diagnose organizational problems, and the students will be invited to compare themselves to those competencies so that they will know what special skills they need to develop to be effective organizational diagnosticians and how to develop those skills. The course reviews the important elements necessary in establishing a strategic diagnostic plan for OD, implementing it, and evaluating the assessment and feedback strategy. Students will learn how to demonstrate the skills essential to separating symptoms (presenting problems) from underlying root causes during initial meetings and contacts with prospective OD sponsors and clients. Additionally, the course will examine how to prepare assessment and feedback protocols and reports for OD and change management interventions. Finally, the course will summarize current thinking and research on organizational diagnosis, assessment and feedback methods as well as ethical issues affecting organizational diagnosis and OD assessment and feedback.

WFED 585: Appraising Organization Change and Development and Consulting

3 Credits

This course familiarizes students with approaches to evaluating organization development (OD) and consulting services.

WFED 588: Platform Skills for Human Resource Development Professionals

3 Credits

Platform skills focuses on theory and practice related to delivering well-crafted and effective training presentations.

WFED 590: Industrial Training Professional Seminars

1 Credits

Study of special topics relating to problems, practices, methodologies and special competency needs in industrial training.

WFED 595: **\*\*SPECIAL TOPICS\*\***

1-15 Credits/Maximum of 15

WFED 595A: Field Based Project for Workforce Development Professionals

2-5 Credits/Maximum of 5

WF ED 595A Field Based Project for Workforce Development Professionals (2-5 per semester/maximum of 5) WF ED 595A is a field based experiential learning course for students to identify a training and/or organization development project in business, industry, or government and carry out contract problem analysis and resolutions.

WFED 595B: Workforce Education Administrative Internship

2-15 Credits/Maximum of 15

Supervised study with an administrator or researcher at a cooperating school, state governmental agency, or research institution.

WFED 595C: Internship in Cooperative Vocational Education

1-10 Credits/Maximum of 10

Validation of teaching and co-op coordinator competencies learned in prerequisite courses during interaction with professional staff while functioning under the supervision of a certified cooperative coordinator.

**Prerequisite:** WF ED441 , WF ED442

WFED 596: Individual Studies

1-9 Credits/Maximum of 9

Creative projects, including nonthesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.

WFED 597: Special Topics

1-9 Credits/Maximum of 9

Formal courses given on a topic or special interest subject which may be offered infrequently.

## WFED 597A: \*\*SPECIAL TOPICS\*\*

3 Credits

## WFED 600: Thesis Research

1-15 Credits/Maximum of 999

No description.

## WFED 601: Ph.D. Dissertation Full-Time

0 Credits/Maximum of 999

No description.

## WFED 602: Supervised Experience in College Teaching

1-3 Credits/Maximum of 6

An opportunity for graduate students to teach a college level course under the supervision of an experience professor.

## WFED 610: Thesis Research Off Campus

1-15 Credits/Maximum of 999

No description.

## WFED 611: Ph.D. Dissertation Part-Time

0 Credits/Maximum of 999

No description.

## WFED 806: Program and Facilities Management for Work Force Development Professionals

3 Credits

This course examines advanced learning laboratory organization and management processes to facilitate learning and skill development in a safe environment. WF ED 806 Program and Facilities Management for Work Force Development Professionals (3) Program and Facilities Management for Workforce Development Professionals thoroughly examines the two categories of managing an educational laboratory, which include the physical operations and program management responsibilities. The physical operations deal with the actual physical facility including the building, tools, equipment, and maintenance. The program management aspect deals with the safety organization and the functionality of the environment. This course will present advanced principles of managing facilities and focus on the safety and functionality aspects that are imperative in the development of successful learning environments. Additionally, students will explore advanced concepts of occupational safety and health as defined by the U.S. Department of Labor (i.e., OSHA & NIOSH), which are vital to every technical program and workplace. Emphasis will be placed on the individual laboratory and instructional strategies regarding safety within the educational environment and greater world-of-work. Throughout the course students will read and reflect upon practical, theoretical and research oriented literature about occupational education programs and facilities management, laboratory supervision and instruction as well as on occupational safety and health. At the end of the semester, students will design and showcase a comprehensive safety implementation plan, which promotes successful management, supervision and instruction.

## WFED 807: Career and Technical Student Organizations (CTSOs)

3 Credits

This course examines principles and practices of Career and Technical Student Organizations to promote enhanced learning and skills development. WF ED 807 Career and Technical Student Organizations (CTSOs) (3) This course examines principles and practices of organizing, managing and advising Career and Technical Student Organizations (CTSOs) to promote enhanced learning and skill development within Career and Technical Education (CTE). Emphasis is placed on the integral relationship between CTOSs and CTE, as well as advisor responsibilities. Students will learn specific procedures for establishing programs of work; incorporating local, state and national events and activities into career and technical curriculum and instruction; advisor roles and ethical imperatives; financial operations; integration of academics; public relations; and student recruitment and retention.

## WFED 808: Assessment Techniques in Workforce Education

3 Credits

This course examines advanced assessment techniques associated with learning in an integrated competency-based Career and Technical Education (CTE) program. This course examines advanced assessment techniques as well as recording and reporting procedures to promote enhanced learning and skill development within Career and Technical Education (CTE). Emphasis is placed on the integral relationship between competency-based learning and CTE, as well as instructor responsibilities. This course is designed to provide students with an opportunity to develop the competencies needed to facilitate their implementation and management of a classroom- and laboratory-based assessment program.

## WFED 852: Global Talent Development

3 Credits

Global Talent Development (GTD) is the systematic process of developing employees to be in the right place at the right time to do the right things to achieve the right results in ways that align with business strategy, organizational values, and organizational ethics. The Global Talent Development Leader is the person in the organization who facilitates this process. Part of a larger talent management effort, GTD emphasizes growing the organization's internal talent to meet present and future needs.

## WFED 865: Implementing Training as an Organization Development Intervention

3 Credits

In this course, students will be asked to do more than accept the conventional wisdom of organization development and change. Students will look at the standard approaches and then beyond them to examine critically the processes associated with planning, developing, and implementing training and development programs in the context of the whole organization. Students will focus on how to create changes that take into account the individuals who comprise the organization at the same time that the changes improve the organization's overall effectiveness. A key point of emphasis will be the connection between the models, theories, and strategies and the students' workplaces and their professional practices. Students will be encouraged to share stories

about their experiences, both past and current, that illustrate or raise questions about concepts discussed in the course

WFED 870: Whole System Change for Workforce Professionals

3 Credits

The Whole System Change Approach is a change model for transforming any business into a thriving organization by aligning internal systems with external forces and engaging every person in an organization. This course provides the background and theory for building a Whole System Change Approach that is sustainable and strategic. The approach is intended to alter the relationship between an organization and its environment, and to affect outcomes at the organization level, including revenue, profitability, and culture. WFED 870 (Whole System Change) is designed to familiarize students with the Whole System Change Approach, including models, concepts, techniques for designing large-scale changes, implementing, and evaluating results of the whole system change intervention in organizations.

WFED 876: Facilitating Organization Development and Change Through Technology

3 Credits

This course aims to equip OD/HRD professionals with the technological acumen necessary for their consulting practice and work efficiency. Emerging topics such as security and big data have become integral to technology usage in the workplace. In this course, students will learn about such trends and develop an understanding of how to intervene in organization processes to improve performance by utilizing technological tactics and software programs to gather, visualize, and present data to client organizations. Other tools and technologies that enhance knowledge management, team-building, and project management will also be explored.

WFED 877: Training-Group Seminar

1 Credits

This course familiarizes students with self as an instrument of change and sensitizes individuals to their role in group dynamics.

WFED 880: Facilitating Groups and Teams

3 Credits

This course provides students with necessary skills to facilitate small groups and teams. WF ED 880 Facilitating Groups and Teams (3) This course acquaints students with the role of facilitator and provides a comprehensive introduction to facilitation. Small group facilitators focus on group process and help groups work collectively to accomplish common goals. The course will build student skills in facilitation, acquaint students with the competencies of facilitation, review the role of facilitation in small group situations, and explore current research and practice in small group/team facilitation. The course examines theoretical and practical perspectives of facilitation and provides opportunities to practice facilitation techniques and build facilitation skills.

WFED 881: Marketing Organization Development

3 Credits

This course familiarizes students with the unique issues in marketing organization development (OD) and OD consulting services.

WFED 883: Organization Change and Development Interventions

3 Credits

This course focuses on organization change and development interventions, where an intervention means a change effort.

WFED 884: Appreciative Inquiry

3 Credits

This course provides a foundation in the theories, principles and techniques of Appreciative Inquiry (AI). WF ED 884 Appreciative Inquiry (3) This course provides a foundation in the theories, principles and techniques of Appreciative Inquiry (AI), sometimes called "positive change theory" or "positive organizational scholarship." Students will build practical competencies necessary to carry out various AI interventions based on the theories and techniques of organization development and change management. The course will teach students how to define Appreciative Inquiry (AI) and distinguish it from alternative approaches to organization development (OD) and change management (CM). The course describes how AI relates to training and development and other performance improvement interventions, summarizes the history of AI, explains important theories of organizations and describes how small group and large group change interventions using AI differ from training interventions, describes each step in a common AI model and explain how it is applied. The course also reviews ethical issues affecting AI, identifies and summarizes future organizational trends affecting AI, and describes what they might mean for practitioners who use AI.

WFED 885: Appreciative Inquiry Coaching

3 Credits

Appreciative inquiry has been called the next generation of organization development. Appreciative inquiry is a strength-based approach to change methodology, as well as a paradigm of thought, a worldview, and a way of being in the world. For these reasons, appreciative inquiry coaching is a timely and important topic. The knowledge and skills related to appreciative inquiry coaching gained during this course will prepare students to become well-rounded OD/HRD professionals.

WFED 886: Laboratory in Organization Change and Development

3 Credits

Students will work in teams to carry out an OD intervention in a field setting.

WFED 888: Developing Appreciative Leaders

3 Credits

This course provides an in-depth look of appreciative leadership. Students will learn the story of appreciative leadership through assigned readings, discussions, and videos, as well as assignments that allow them to analyze and practice appreciative learning. They will also have

the opportunity to practice applying class concepts to actual workplace situations and to develop their own leadership styles

WFED 895: Internship

1-18 Credits/Maximum of 18

Supervised, professionally oriented, off-campus, nongroup instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.